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ABSTRACT

A total of 55 teachers, 5 administrators, 8 pupil services staff members, 3 parents, and 10 student leaders responded to a career guidance improvement survey at Brashear High School (Pittsburgh, Pennsylvania) by grouping 12 competencies into 3 career development competencies to be included in the local standards: (1) self-knowledge; (2) educational/vocational development; and (3) career planning and exploration. The three competencies (from the National Career Development Guidelines) were used as objectives in the selection and development of classroom materials and activities for infusion of career information in the demonstration model classes. Evaluation of the acquisition of the competencies by students was based on teacher observations. Materials used to develop a positive self-concept helped students with career decisions. (A career infusion chronology and a graphic and tabular presentation of the survey results are included in this document. Also included is a sample career project in consumer math and English 4 with monthly goals for career infusion classes. A list of core materials to develop each competency appears in the appendix.) (NLA)

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BRASHEAR HIGH SCHOOL

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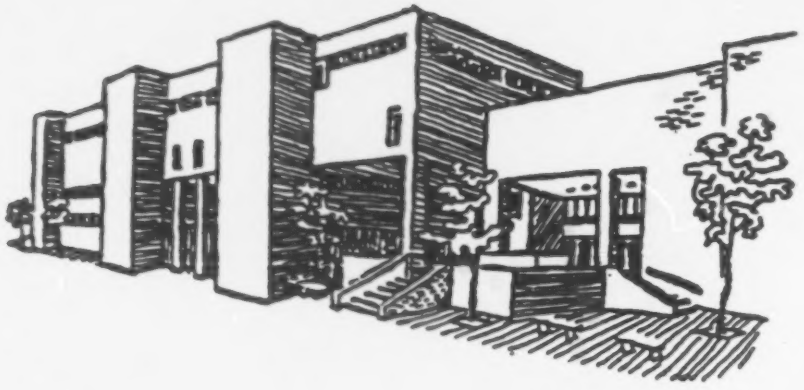

Career Guidance Improvement

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JOHN A. BRASHEAR NOICC DEMONSTRATION PROJECT

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June 30, 1989

JOHN A. BRASHEAR HIGH SCHOOL

Career Guidance Improvement Project

Final Report

June 30, 1989

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PREFACE

With the fluctuating economy and increasing unemployment statistics, the need to improve the employability of today's youth is more apparent than ever. In order to secure a competent work force, training and preparation must begin in the middle school and continue throughout the high school years. Thus, the development of stronger career guidelines, involving the combined efforts of the home, school, and community is essential. This report summarizes the involvement of John A. Brashear High School in a project sponsored by NOICC, to develop local standards consistent with the National Career Guidance and Counseling Guidelines--High School. This report is in addition to the final report of the CAREER GUIDANCE STANDARDS FIELD TEST, submitted by Dr. Jack L. Palmer on June 3, 1988.

CHRONOLOGY

NOICC Demonstration Project -- John A. Brashear High School

June, 1988 thru June, 1989

Wednesday, June 22, 1988 thru Friday, June 24, 1988	Compilation of resource materials for infusion into select Consumer Math and English 4 classes
Thursday, September 15, 1988	Steering Subcommittee Meeting
Monday, September 19, 1988	Initiate infusion projects into select classes
Thursday, October 20, 1988	Steering Subcommittee Meeting
Thursday, November 3, 1988	NOICC visitation and observations
Wednesday, November 9, 1988	Installation of NOICC Tandy 1000, Demonstration of GIS to Dr. DeMarco
Wednesday, November 16, 1988	Steering Subcommittee Meeting DeMarco, Johnson, Nicklos,Conrad, Weaver, Burley, and Romano
Wednesday, December 21, 1988	Steering Subcommittee Meeting Using GIS Search Methods in Demonstration Model
Wednesday, February 8, 1989	Steering Subcommittee Meeting
Wednesday, March 22, 1989	Steering Subcommittee Meeting
Wednesday, April 12, 1989	Steering Subcommittee Meeting
Wednesday, May 17, 1989	Steering Subcommittee Meeting
Week of June 26, 1989	Post Evaluation Subcommittee Meetings

CAREER GUIDANCE IMPROVEMENT SURVEY
May-June 1988

A population of fifty-five teachers, five administrators, eight pupil services staff members, three parents, and ten student leaders responded to the survey and indicated the three career development competencies to be included in the Brashear local standards. The survey was structured to target one competency from each of the three career development areas outlined in the national guidelines. The results of the survey are summarized below:

Area	Competency
SELF-KNOWLEDGE	I. Understanding of the influence of a positive self-concept on career development.
EDUCATIONAL/VOCATIONAL DEVELOPMENT	VI. Skills for locating, evaluating, and interpreting information about career opportunities.
CAREER PLANNING and EXPLORATION	IX. Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The three competencies designated by the survey were used as objectives in the selection and development of classroom materials and activities for infusion of career information in the demonstration model classes. In late June-1988, a subcommittee composed of two counselors, a math teacher, and an English teacher met for three days to select materials for use in two sections of Consumer Math and two sections of English 4.

A complete copy of the survey with graphic and tabular presentation of the results follows.

BRASHEAR HIGH SCHOOL

Career Guidance Improvement Survey

Brashear High School has been selected by the Pennsylvania Department of Education and the National Occupational Information Coordinating Committee (NOICC) to produce a demonstration model of a career development and guidance program derived from the National Career Development Guidelines established by NOICC. In its national guidelines, NOICC outlines twelve competencies or measurable outcomes of a comprehensive career guidance program. The development of all twelve competencies in a student population is the goal of a kindergarten through post-secondary career guidance program envisioned by NOICC. Brashear's part in this program is to begin to apply the national guidelines at the high school level. Initially, we must determine which of the twelve competencies are appropriate for development at our level. We must limit the scope of our project in order to ensure success and thus provide the foundation from which a comprehensive career guidance program can evolve. The purpose of the attached survey is to establish a consensus regarding which competencies should be emphasized at Brashear. Please take a few moments of your time to give the Brashear NOICC Demonstration Model Steering Committee the basis for deciding which competencies are most important at Brashear.

The twelve competencies are categorized into three general categories: A) Self Knowledge, B) Educational/Vocational Development, C) Career Planning and Exploration. In completing the survey response sheet, you are asked to numerically rank the competencies within each category. A synopsis of specific indicators for each category is provided. Your input is vital. Please familiarize yourself with the entire survey before completing the response sheet. If you have any questions or need for clarification, consult a member of the Brashear Pupil Services Team. Thank you for your valued contribution.

Career Guidance Improvement Survey Response Sheet

CAREER DEVELOPMENT COMPETENCIES FOR HIGH SCHOOL STUDENTS

Category A: Please numerically rank the items 1 thru 3 in order of needed development at Brashear.

RANK

The student will demonstrate —

SELF KNOWLEDGE

_____ **COMPETENCY I:** Understanding of the influence of a positive self concept on career development. (11)

_____ **COMPETENCY II:** Interpersonal and social skills required for positive interaction with others. (12)

_____ **COMPETENCY III:** Understanding of the interrelatedness of emotional and physical development and career decision making. (13)

* * * \

COMPETENCIES AND INDICATORS

COMPETENCY I: Understanding of the influence of a positive self concept on career development.

The student will --

1. Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him/herself.
2. Receive feedback from peers regarding his/her personal characteristics and grow in achieving a realistic perception of self.
3. Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.
4. Demonstrate ability to accept self as a total person with unique and worthy traits, characteristics and potential.
5. Demonstrate an understanding of environmental influences on one's behavior.
6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

COMPETENCY II: Interpersonal and social skills required for positive interaction with others.

The student will --

1. Develop interpersonal skills necessary for harmony in relationships with others.
2. Demonstrate social skills, self-control, and respect for others.
3. Evaluate interpersonal behaviors and modify, when appropriate, based on feedback from others.
4. Demonstrate interpersonal skills required for working with and for others in a work setting.
5. Describe appropriate employer and employee interactions in varying situations.
6. Demonstrate skills in expressing feelings, reactions and ideas in an appropriate way.

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COMPETENCY III: Understanding of the interrelatedness of emotional and physical development and career decision making.

The student will --

1. Describe how developmental changes in the life cycle affect physical and mental health.
2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.
3. Demonstrate control of emotions, stress, self and ways in which they are expressed.
4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.
5. Implement appropriate coping skills when dealing with conflicts and stress.
6. Exhibit behaviors that are important in maintaining good physical and mental health.

COMPETENCY IV: Understanding of the relationship between educational achievement and career planning, training and placement.

The student will --

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.
2. Relate achievement of academic and vocational skills to personal interests.
3. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.
4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.
5. Understand how education relates to the selection of college majors, participating in further training and/or entering the job market.
6. Recognize and acquire transferable skills that can apply to a variety of careers and changing requirements for careers.
7. Relate essential learning skills to career skills required in the work environment.
8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

COMPETENCY V: Positive attitudes toward work and learning.

The student will --

1. Identify the positive contributions careers make to society.
2. Demonstrate knowledge of and an appreciation for the variety of careers and their significance.
3. Demonstrate a positive attitude toward work as an integral part of one's life.
4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.
5. Demonstrate responsibility for work attitudes and habits in education and work situations.
6. Demonstrate positive work ethics and attitudes.

COMPETENCY VI: Skills for locating, evaluating and interpreting information about career opportunities.

The student will --

1. Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.
2. Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.
3. Design a career resource identification plan which reflects the ability to locate, evaluate, and interpret information about career opportunities.
4. Discuss the concept of career ladders as related to different levels of work in a career area.
5. Describe a number of jobs in a given occupational classification or cluster.
6. Use various classification systems that categorize occupations and industries.
7. Identify individuals working in a selected career area who might be information resources, role models or mentors.

COMPETENCY VII: Skills for preparing, locating, obtaining, and maintaining a job.

The student will --

1. Demonstrate the ability to locate, use and interpret information about job openings and opportunities.
2. Demonstrate educational and vocational skills required for a full or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Prepare a resume and complete a job application.
5. Identify employers for specific careers and job openings.
6. Demonstrate employability skills necessary for entry into and retention in a career.
7. Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.
8. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to individual career goals.
9. Demonstrate an understanding that job opportunities often require relocation to another city or state.
10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

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COMPETENCY VIII: Understanding of how societal needs and functions influence the nature and structure of work.

The student will --

1. Describe the importance of careers as they affect values and life styles.
2. Describe how society's needs and functions influence the supply and demand of goods and services and the resulting impact on careers.
3. Differentiate among career opportunities on the basis of their contributions to the needs of society.
4. Describe employment trends as they relate to training programs and employment in the state and local community.
5. List the community's major employers, the goods or services they produce and their overall impact on members of the community.
6. Demonstrate an understanding of the global economy and how it affects each individual.

COMPETENCY IX: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will --

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.
2. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.
3. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.
4. Take required steps to transition from high school and enter postsecondary education/training programs or the world of work.
5. Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.
6. Demonstrate the effective use of time, effort and resources in making decisions.
7. Identify alternate courses of action in a given decision-making situation.
8. Project and describe factors which may influence educational and career decisions.
9. Relate the choice of high school and postsecondary courses to a career and educational plan.
10. Predict the effect one's career decisions may have on significant others.

COMPETENCY X: Understanding of the interrelationship of life roles with careers.

The student will --

1. Acquire a basic knowledge of life cycles and corresponding life styles.
2. Describe factors that determine life style such as culture, values, career choice and work habits.
3. Describe ways in which one's career choice may affect future life style.
4. Explain the contribution of a career to a balanced and productive life.
5. Describe ways in which roles in work, family and leisure are interrelated.
6. Examine different career patterns and their potential effect on family patterns and life styles.
7. Describe the importance of leisure-time activities in making daily life and careers more satisfying.
8. Demonstrate ways that career skills and knowledge can be acquired through leisure-time activities.

COMPETENCY XI: Understanding of the continuous changes of male/female roles and how this relates to career decisions.

The student will --

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.
2. Identify evidence of sex stereotyping and sex bias in education programs and the world of work.
3. Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.
4. Take courses appropriate to career choice, even if they are most often taken by members of the opposite sex.
5. Describe problems, adjustments and advantages of entering a nontraditional occupation.

COMPETENCY XII: Skills in career exploration and planning.

The student will --

1. Develop career plans that include the concept that a changing world demands lifelong learning.
2. Acquire knowledge of postsecondary vocational and academic programs.
3. Validate or revise career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.
4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.
5. Use school and community resources to explore education and career choices.
6. Describe the costs and benefits of self employment.
7. Acquire job-related skills through volunteer experiences, part-time employment and cooperative education programs.
8. Develop skills necessary to compare education and job opportunities in terms of occupational, training and continuing education benefits.

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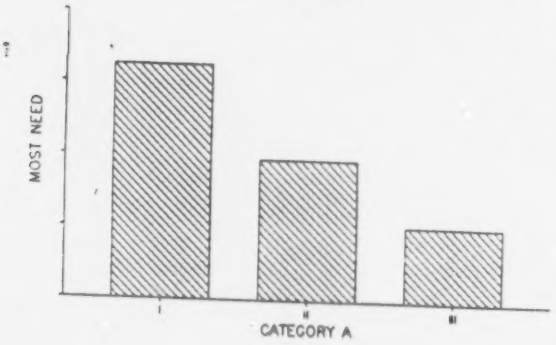
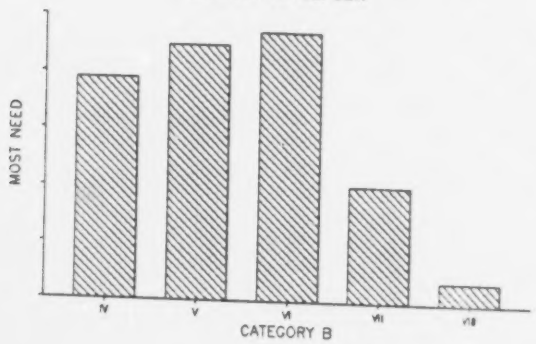
CAREER GUIDANCE IMPROVEMENT SURVEY

SELF KNOWLEDGE



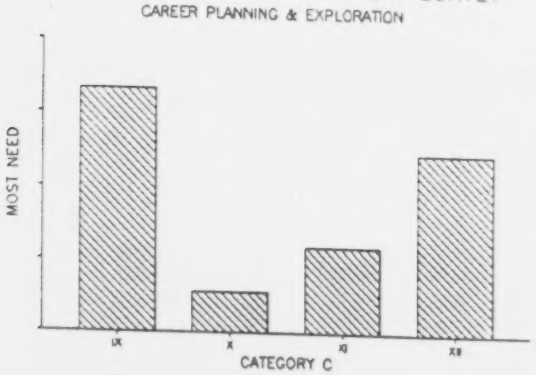
CAREER GUIDANCE IMPROVEMENT SURVEY

EDUCATIONAL VOC. DEV.



CAREER GUIDANCE IMPROVEMENT SURVEY

CAREER PLANNING & EXPLORATION



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91														
92	TOTAL PER ITEM		102	168	213	199	170	158	292	375	128	266	235	171
93														
94	RANK AVERAGE		1.275	2.1	2.6625	2.4875	2.125	1.975	3.65	4.6875	1.6	3.325	2.9375	2.1375

CAREER PROJECT - Consumer Math

Career Infusion Classes

SEPTEMBER GOAL: You are in charge of your destiny.

This first month was used to set the tone for the school year. Along with the textbook, students were given a notebook, in which daily entries were recorded. In addition math problems, vocabulary, examples, and directions for activities outside the classroom were combined inside this notebook.

The first activity was to use the library. Students were given a list of successful people. Students selected a person, and then they read about the background to see how their particular person handled their trials and tribulations. This information provided the focus for several classroom discussions.

OCTOBER GOAL: You can analyze survey results.

One activity this month incorporated using survey techniques to formulate questions, answers, and to construct graphs.

OCTOBER, NOVEMBER, DECEMBER GOAL: You can improve your study skills.

An ongoing activity was the student notebooks. Concepts on listening skills, homework skills, textbook reading skills, test preparation skills, and test-taking skills were given and practiced using the textbook. Other resources used were Consumer Report and the daily newspaper. Practice, practice, and more practice was the emphasis along with the "to-do" list. There were many cross academic discussions.

JANUARY GOAL: You should research your career ideas.

This month's activity found us back in the library. Students chose five areas of work that might be interesting. Using the Occupational Outlook Handbook, they listed salaries, high school and post high school educational requirements, and employment potential. This led to the next month's activity.

FEBRUARY GOAL: You should take time to look into yourself.

Job preference research from last month was utilized as a basis for analyzing student answers to Activities for Exploring Careers. This booklet and filmstrips focused on long and short term goals, personal characteristics, personal activities, and other pertinent personal data needed to construct a resume. Discussions and visits with the Pupil Services Staff helped to guide students to narrow their choices. Realistic goals were stressed, using past interests past educational accomplishments.

MARCH GOAL: You should be making personal choices.

This month students were introduced to the OVT Coordinator. His role was explained in terms of immediate short term employment and permanent employment for interested seniors. He met with each student individually to discuss their choice. He had job availability statistics, and he set up interviews. He supplied necessary assistance to carefully guide students through the process. He would also transport them to the interview, if that was required.

APRIL-MAY GOAL: You can make career choices.

With the school year closing students are involved in many personal decision-making activities. Students leave the classroom to acquire information from the Pupil Services Staff. Seniors are making final job and college arrangements. Underclassmen are using the GIS computer to coordinate individual preferences to either career and/or college aspirations. Both advisors and parents are involved.

This group of underclassmen are the core group for follow-up evaluation for 1989-1990.

CAREER PROJECT - English (EWER) 4

SEPTEMBER

- During the month of September the project was introduced to the class. Students received a list of successful people and were instructed to choose one person from the list. Students researched and reported on the life of the person they had chosen. The students were then asked to share their oral presentations with the class. Student listeners were asked to complete forms outlining careers that they would like to explore. The ultimate goal was to select one career.

OCTOBER-NOVEMBER

During the month of October and November the ten minute per day texts, "How to be Successful", were used. The text is designed to improve listening, study, and coping skills. Each day for these two months, the exercises were conducted at either the beginning or the end of the period.

DECEMBER-JANUARY

Students were asked to investigate the skills and/or educational background needed to secure a job in their chosen field. In addition, they were asked to evaluate whether they had chosen high school courses that would provide some background for their chosen profession.

FEBRUARY-APRIL

As a result of the constant inclusion of the career material into the daily curriculum, many students decided to write term papers on the career of their choice. The topics ranged from working with mutual funds to becoming an attorney.

MAY

May was devoted entirely to the construction of resumes, properly completing job applications, and proper procedure for interviews.

EVALUATION SUMMARY

In June, 1988, the curricula for the two demonstration classes were developed. Each teacher was a member of the curriculum subcommittee along with two counselors, who were members of the steering committee and had attended the NOICC orientation/workshop in Harrisburg in February, 1988. Materials were eclectically selected for the objectives determined by the career guidance improvement survey. It was determined that the infusion of career information would occur in Consumer Math and English 4 classes. Both classes are comprised mainly of seniors with the Consumer Math class having a constituency of juniors, who would be available for a follow-up project the following year.

In September, 1988, each teacher began to infuse career information into their respective classes. A chronology and outline of each career project is presented earlier in this report. Each teacher proceeded to incorporate career information into the subject as far as the specific curriculum and district goals permitted. Additional resources were made available to the teachers implementing this project. Counselor/Pupil Services personnel were available to consult with students regarding career choices. The OVT Job Coordinator was available in the latter half of the school year to provide information regarding specific job choices and potential employability. The OVT Job Coordinator, in cooperation with the designated career counselor, utilized the GIS (Guidance Information System) Occupational File to provide specific job profiles to interested students. GIS is provided to the school district via contract by AIU (Allegheny Intermediate Unit) via an on-line computer system.

The objectives determined by the needs assessment survey were addressed and fulfilled with mixed results. Because of district goals and syllabus requirements the ability to infuse career information into English 4 was limited. Consumer Math proved to be the most accessible subject because of the career/consumer topics embedded in the curriculum.

Materials and activities to develop each competency were used in both classes. A list of core materials appears in the Appendix. Detailed outlines of both career projects precede this summary.

Evaluation of the acquisition of the competencies by students is based on teacher observations. Materials used to develop a positive self-concept helped students move from considering unrealistic career goals to an understanding that they were capable of preparing for real jobs. Library research on various careers and the choice by some students to write term papers with career-related topics demonstrated that students could locate and use career information. Students who used GIS made decisions and choices among alternative career and educational paths. Some students found related careers that better suited their needs than their initial choices.

The potential for post evaluation exists for those eleventh grade students who were part of the Consumer Math Project. It is recommended that the math teacher be given some portion of an administrative assignment in next year's schedule to conduct a follow-up.

APPENDIX

The following is a list of activities designed to develop and enhance each category:

Category A: Self Knowledge - Competency One

Successful People List - A library activity
Success in Brief
Worksheets 46 - 50 "I Am A Success"
Job Profile Sheet
Can You Spot Your Own Abilities?
Worksheets 4 - 15
Temperament Checklist

Category B: Educational, Vocational Development - Competency Six

Careers I"d like to Explore
Picking a Career
Worksheets 73 - 82
Career Planning Workshop (booklet)
Career Observation Worksheet
Occupational Settings
Fastest Growing Occupations in Pittsburgh PMSA: 1984-1995
Clusters 1 - 6
Careers Arranged by Cluster and Training
Get that Job unit

Category C: Career Planning and Exploration - Competency Nine

Is that Where They Work?
Job Activities and Products list
Think About It

Supplemental

Role Play Critique
Study Skills Unit
ETC. (extra sheets)

Student Handouts

The Career Planning Workshop
Paying for Postsecondary Education
Meeting College Costs

Classroom Set

Activities for Exploring
Career Decision Making